

Frequency of Use of Information and Communication Technology Equipment by Secondary School Heads and Teachers in Nandi and Uasin Gishu Counties, Kenya

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Abstract

Information and Communication Technologies (ICTs) generally refer to landline and cellular telephones, wireless technologies, computers, Internet, computer software and hardware, as well as older communication technologies such as radio and television. The study examined the frequency of use of ICT equipment by secondary school heads and teachers in Nandi and Uasin Gishu counties, Kenya. The study employed a descriptive survey research design. All the 8 districts of Nandi and Uasin Gishu Counties were included in the study. A total of 63 schools with functional ICTs were purposively selected and, in each school, one class teacher, 2 subject teachers and 2 heads of department were selected using stratified random sampling to give a total of 315 teachers. All head teachers from each of the 63 schools were selected through purposive sampling. The total sample of the study was, therefore, 378 respondents. Triangulation approach was employed in which both qualitative and quantitative data were obtained and analysed. The main data collection techniques included the use of two questionnaires for teachers and head teachers and an interview schedule that was administered to the head teachers. Data was analysed using SPSS Version 17 and presented through descriptive statistics by use of frequencies and tables. The significance of relationships and differences of variables were tested using Pearson Correlation, Multiple Regression and Independent Samples T-test. From the study findings, the most utilised ICTs in schools were the printer, photocopier and computer while the curriculum management activity that highly utilised the use of ICT was the preparation of and the analysis of exams. This implies that ICTs in schools were mostly used as gadgets for typing and producing exam materials. Little seems to have been done in the utilisation of ICTs for curriculum delivery and the management of data that could be utilized for informing decision making. It is recommended that ICT trainers need to broaden the users' understanding of the concept of ICT integration to into the management of curriculum in secondary schools. Most head teachers and teachers understood integration of ICT to mean the training of users on ICTs in order for them to be able to type and produce teaching and learning materials.

Keywords: Frequency, Use, Information Communication Technology Equipment, ICT, Secondary School Heads, Teachers, Nandi, Uasin Gishu Counties, Kenya

Full text:

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